

INDEPENDENT INDIA

A Textbook of Civics for Middle Schools



National Council of Educational Research and Training

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Foreword

IT is now over twenty-five years since India achieved independence and declared herself a democracy. A time has now come when every Indian as a true citizen should assess the achievements India has made as a democratic country and at the same time, find out the difficulties India has faced or is still facing in solving her social, economic and political problems. As a true citizen, it is the duty of each individual to work for the timely and sincere solution of these problems. It is necessary to make the school-going children conscious of these problems, so that they may grow as worthy citizens dedicating their future to the welfare of the country. To bring this about, social studies has a very important role to play. This textbook, 'Independent India,' which is written on the basis of social studies syllabus, mirrors all such problems as a child needs to know.

Civics forms an integral part of social studies. The syllabus for social studies prepared by N.C.E.R.T. gives proper place to the teaching of civics at all levels of school education. At the primary stage, emphasis has been placed on the inculcation of good habits so that a child may grow as a good citizen.

Principles and organization of Indian Government and the various problems prevalent in the post-independence era, constitute the syllabus for the middle stage. This present volume which is the third in the series for the stage, covers the study of all those problems which are reflected in the social, economic and political life of the country.

To make this book interesting for the children, efforts have been

made to simplify the difficult concepts through simple language and illustrations. At the end of each chapter, exercises have been provided both for the use of the teacher and the student.

The first draft of the book was prepared by Dr. Hari Mohan Jam, Reader, Allahabad University, and Shri P. S. Khare of Agrasen Inter College, Allahabad, under the guidance of Prof. T. S. Mehta, Incharge, Head of the Department of Social Sciences and Humanities. The manuscript was finally scrutinized by a review group comprising experienced teachers and Shri A. C. Sharma and Mrs. Supta Das from the Department. The Council is thankful to all those who have helped in the preparation of this volume at the various stages.

We shall like to call this edition a trial one. Any suggestion from teachers will be most welcome.

S. V. C. AIYA
Director, N.C.E.R.T..

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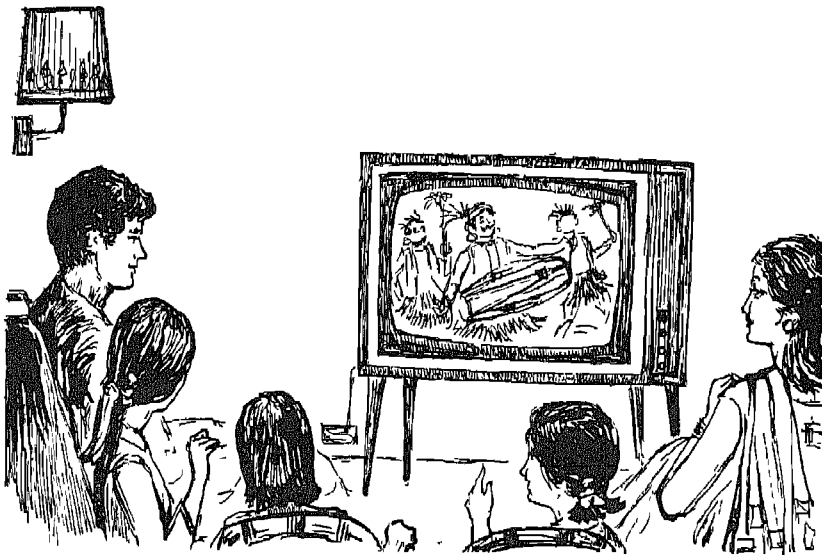
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1

Democracy and the Citizen

YOU have already studied in the previous class that our Constitution has established democracy in the country. In a democracy it is the people who elect their government. In these elections it is only the adult population of the country that has the right to vote. If the voters elect able persons as their representatives the people will be happy. In the olden days when the kings and princes used to rule over countries, the government of a country was under the control of a single person. If the ruler was able and honest, his subjects would be happy, otherwise not. There was a saying, "as the king so the subjects" Democratic government, however, is the government of the people. Hence, in a democracy, a more appropriate saying will be, "as the voters so the government".

In fact, a good democratic government is possible only if the citizens are able and honest. In a democracy the citizens have to be vigilant. Most often they have to take important decisions. If they possess adequate knowledge of the problems of their



country or region they can take correct decisions. The citizens should, therefore, acquire and increase their knowledge through newspapers, radio, television and public meetings.

In a democracy every citizen has the freedom to express his views. You want that others should understand you; likewise, others also want you to understand them. Even the views of an opponent should be heard patiently, for in a democracy the views of the opposition are treated with respect.

Citizens have the right to consider the working of the government and to criticise it for its mistakes. They have the right to oppose the policies pursued by their government. But in doing so, they should not damage national property, or disturb the life of the common man, or dislocate the smooth working of the government. In a democracy a government is elected only for a definite term. Therefore, constitutional means alone should

be employed to remove it before its term is over. Otherwise, one should wait until the next general election to bring about this change.

Democracy is the government of the people. This means the rule of the representatives of the people belonging to the majority party in the country. Sometimes when no single party has absolute majority, several parties combine to form majority. Majority rule does not mean ignoring the views of the minority. It is the duty of the majority party not to hurt the feelings of the minority. On the other hand it is the duty of the minority to abide by the decisions taken by the majority. In a democracy the government of the majority party should act in the interests of the whole country and not in its own narrow interest. The citizen should also give priority to the national interest. Progress of one region helps prosperity of all the regions. Hence, one should not be led away by personal or regional interests.

We have had by now several general elections in the country. Although universal adult franchise entitles every major person to vote, not all the citizens of the country exercise this right. Out of laziness some people do not take the trouble of casting their vote, others think, "what do I gain out of this" Also, there are those who feel that non-voting will make no appreciable difference. Sometimes, a voter feels that as none of the candidates is known to him he is not interested in the victory or defeat of any of them. The result of all this is that, at times, not even half of the citizens exercise their right to vote. They do not realise that casting the vote at the time of elections is not only their right but also their duty. They must do this duty, or else only the selfish and incompetent persons may get elected.

When the voter is faced with a number of candidates he has to make a choice. It is time of trial of his wisdom, patriotism



and feeling of selflessness. After due consideration he should vote for a person who can serve the cause of the people with greater devotion. The voter should know the qualities of the candidate and the record of his social work. Most of the candidates belong to some political party or the other. Therefore, apart from the personal ability, honesty and the record of social work of the candidate, the voter should also know about the party to which he belongs. The voter should have clear understanding of the aims and programmes of the party. Aims and programmes of the parties are usually given in the manifestoes of the parties issued at the time of election. A citizen should

vote for candidates of only those political parties which want to preserve the integrity of the country and which serve the interests of all the people of the country.

Voting under the influence of caste, religion or provincial feeling weakens democracy. This strikes at the root of national unity and pollutes social atmosphere. Sometimes in the name of language or of caste, incompetent persons are able to mislead the voters. Occasionally they succeed and win the election. After that they serve their own interest rather than the interest of the society as a whole.

In order to obtain votes, some candidates offer different kinds of temptations to the voters. For example, they carry the voters to the polling booth in their conveyance, or provide them with food or entertainment. Voters should not be carried away by these temptations. It is neither legal nor proper for the candidates to use such unfair means.

A successful candidate should forget narrow party difference and he should devote himself to the general uplift of all the people of his constituency. It is not proper to defect from one's own party after the election. This practice corrupts the political life of the country. Defections bring self-interest to the fore and throw people's interest into the background. Keeping all these things in mind, we should always be vigilant and defend democracy. Success of democracy depends on hard work, mutual cooperation and character of the people. Casteism, lack of interest in political life and backwardness in education are the great enemies of democracy. Success of democracy also requires faith of the people in this system. They should have the faith that like other democratic countries they can also solve their problems through democratic means. In a democracy, decisions

taken by the majority are respected and changes are brought about peacefully.

EXERCISES

1. How is a government formed in a democracy?
2. What considerations should be kept in mind by a voter before voting?
3. Why is it that many people do not go to vote in our country?
4. What are the methods which the citizens in a democracy should employ to oppose government policies?
5. What are the obstacles in the path of the success of democracy in our country?
6. Tick (✓) the statements which are related to democracy in the brackets given against each statement
 - (a) Views of the opposition are respected ()
 - (b) Majority parties form the government in the country. ()
 - (c) Women and scholars are given privileges ()
 - (d) The rich are not granted privileges ()
 - (e) People living in the villages have less rights than the people living in cities. ()
 - (f) All citizens have the right to oppose the government. ()

ACTIVITIES

Meet your neighbours and find out the number of those persons who did not go to vote in the last election. Also, find out the reasons for it and write a brief account of this.

If you have to vote for the office of the President of Students' Association of your college, what considerations will you have before you? Mention these considerations.

2

Education

TO run a democratic government properly it is necessary to have the citizens educated. Educated citizens know their rights and duties better than uneducated ones. They can give more serious thought to public problems, and they can understand the problems relating to the good of the country in a better way. They can formulate their views on these subjects.

In our country there are many people who are still illiterate. The number of illiterates among women is even more. After Independence there has been an emphasis on the expansion of education, as a result of which the percentage of literacy in the country is on the increase. At the same time, the population of the country is also increasing at such a rate that the total number of illiterate persons is not getting less, on the contrary, it is on the increase.

In our country the main responsibility for education rests with the governments of the States. At the same time, the Central Government also offers some facilities for it. Our Constitution

directs the States to provide free and compulsory education to all children up to the age of fourteen. All the States have made primary education free but only a few States have taken steps in the direction of compulsory education.

Progress of Education

The reason for such a situation is the lack of adequate resources. Every one in the country recognises the value of education, but the resources of the country are so limited that we are not making progress in the field of education at a quick rate. Even if we prepare a plan to educate our illiterate people in the minimum possible time we shall have to open a large number of schools and shall have to equip these schools with necessary materials for this purpose. This will require lakhs of trained teachers. All this, in turn, will require huge expenditure.

For the progress of a country, education is important. Before Independence, the number of educated persons in the country was limited. Moreover, our foreign masters did not encourage industry in the country. Therefore, the development of technical education in the country was nominal. Thus, after Independence on the one hand we needed trained teachers for the expansion of education, on the other hand there was the need for trained mechanics, fitters, overseers, engineers, etc., for the development of our industry. It was under these circumstances and on account of our limited resources that we could not fulfil the directives given to us by the Constitution in the field of education. We have to spend our money on many other items as well.

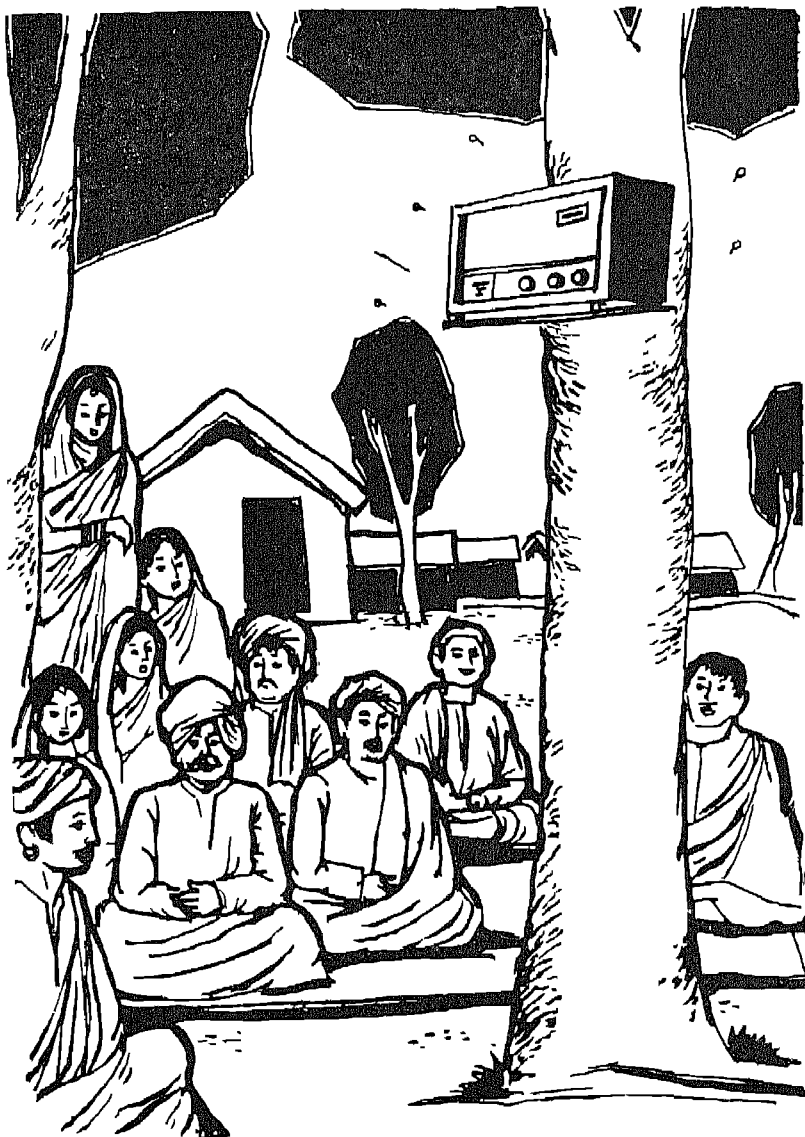
In spite of all these limitations, our Government decided to spend a sum of eight hundred and eight crores of rupees on education during the Fourth Plan period. Even before this,

our Central and State Governments had spent sufficiently large sums on education. New universities have been opened to impart higher education, and attempts have been made to improve the old universities. In the course of the last twenty-five years the number of universities has grown several times.

Special type of educational institutions have been established to impart professional and technical education. This enables the country to find trained personnel for its industry. Five Central institutes have been opened for the training of technical personnel. They are known as the Indian Institutes of Technology and are established at New Delhi, Kanpur, Kharagpur, Madras and Bombay. Besides these, a number of regional engineering colleges have been opened in different parts of the country. To impart training to persons for small trade and industry a large number of Industrial Training Institutes have also been opened in many important cities of the country. Besides these, many institutions have been opened for the study of medicine, agriculture and such other subjects, and the number of such institutions is on the increase.

Adult education forms an important part of the problem of education. This relates to the education of those persons who could not get a chance to have education during their childhood, or who had to discontinue it on account of poverty or for some other reasons. Our Government and private agencies have made special efforts to educate them through night schools, reading-rooms, libraries, the cinema and radio. Special programmes are relayed through radio for the benefit of rural people. Besides this, adult education is imparted also through *bhajan*, *kirtan*, drama, etc.

Despite all these efforts the problem of illiteracy remains to be solved. Nearly three-fourths of our country's population are



still illiterate. This problem is more acute in the countryside. If most of our people remain uneducated, they will not be able to take part in the political activities of the country. Under the circumstances they will neither be able to make proper use of their rights nor will they be in a position to fulfil their duties. Interested persons will also take advantage of their lack of education and superstitious beliefs.

It is therefore necessary to speed up the growth of education. Sending children to school between the age of five and eleven should be made compulsory in all the States. It should also be kept in mind that the child completes his primary education at least up to the age of fourteen years. Our courses of study should be so reformed that the educated do not remain unemployed. To raise the standard of education it is necessary to give training to maximum number of teachers.

Education is the soul of democracy. Only the educated citizens can advance its cause. They alone can turn it into a real people's government, the object of which is the welfare of the people.

EXERCISES

- 1 How are the educated people more useful for democracy?
- 2 Why has education not spread in our country at a quicker pace?
- 3 What progress has been made in our country in the field of technical and professional education?
- 4 What steps are being taken in the direction of adult education?
- 5 Answer each one of the following in a single sentence.
 - (a) What amount has been allocated for education in the Fourth Five-Year Plan?
 - (b) Where have the Indian Institutes of Technology been opened?

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- (c) Which Government is mainly responsible for the expansion of education in the country—the Central or the State?

ACTIVITIES

Listen to a day's radio programme relayed for the rural people and write a brief account of it. Also give some suggestions for the improvement in this programme with a view to make it more useful for the education of the rural people.

3

Poverty

OUR country is rich, but our people are poor. Even though this may sound strange, there is a great deal of truth in this statement.

Our country is endowed with natural resources. Also from the point of view of its extent, our country is the seventh biggest in the world. Its area is 3.27 million sq. km. which is thirteen times bigger than that of Great Britain and eight times bigger than that of Japan. Different kinds of crops can be grown in different parts of the country. There is a network of rivers all over the country. We have mountains in the country, as big as the Himalayas, and many small ones as well. Our land is full of minerals. All the benefits which one gets from the sea are easily available to us.

If all these gifts of nature are properly utilised, the living standard of our people can be raised. However, because of the foreign rule we could not do this for a long time. Most of our people are poor. The food, clothing and housing facilities which

most of our people have are very meagre. The task of removing poverty is therefore very difficult.

Both the national income and the average per capita income are much less compared to the national and per capita incomes of the advanced countries.



There is a big gulf between the income of the rich and the poor in our country. Some are very rich but a big majority consists of those who find it difficult to meet even their minimum necessities of life. What is, after all, the reason for poverty in the country? Some people believe that poverty is the result of their deeds in the previous life. Therefore, they accept it as their fate. This is not true. Man and his circumstances are responsible for poverty.

One of the main causes of poverty in the country is the increase in population. Although our country has made progress in the field of industry and agriculture, yet during the last quarter of a century our population has also grown so much that this progress has not made much impact on the standard of living of the people. The country has not experienced prosperity. At the time of Independence we were nearly four hundred million, now the number has grown to more than five hundred and fifty million, all that we produce is eaten up by more mouths.

Another reason for our poverty is that in our effort to observe religious and social customs we become spendthrift. In the course of ceremonies related to birth, death or marriage we incur expenditure which is either unnecessary or is beyond our means. Besides this, we have the joint family system on account of which all the members of the joint family do not work with equal zeal and devotion and a few of them work while others remain idle.

It is also a fact that our agriculture does not yield as much as it should. Most of our peasants are conservative in their views. Either they are not acquainted with the new methods of farming or for some reason they are not able to make use of these methods. They do not get good seeds. They plough their land in the same old way. Most of their fields are so small that they cannot afford to use tractors on them. All kinds of pests destroy their crops. New methods, adequate provision for irrigation and fertilisers alone can remove these shortcomings in the field of agriculture.

There is yet another reason for poverty. In our country, industry has not grown with sufficient speed. In particular, we are quite backward in heavy industry. On account of our backward-

ness in industry the number of those living on agriculture has continued to grow. Side by side, unemployment too has increased

To remove poverty from the land, the foremost need is to bring about a change in the outlook of our people. We should not incur unnecessary expenditure on old social customs. Keeping our economic condition and the new ideas in view, our social and religious ceremonies must be made simple, and the members of the joint family should engage themselves in some work or the other. Besides this, it is absolutely necessary to exercise some check on the growth of population. If the family is large and the income is less, children cannot be brought up properly. They cannot be provided with facilities for good education. In many families children have to seek employment while still very young.

Our Government is taking many steps to remove poverty. Before 1947, industrial growth in the country was only nominal. After Independence, there is progressive growth of industry. Now we are manufacturing railway engines and wagons, water pumps for irrigation, radio sets, typewriters, telephones and other kinds of machines operated by electric power. Even the heavy machinery is being manufactured. The industrial growth which we have achieved so far is not adequate. Our country needs more machines, mills and factories. Increased industrial production will lead to the growth of trade, it will provide work to the unemployed. Foreign trade will bring us money. Our standard of living will rise.

If we want this country to become prosperous, we shall have to increase the agricultural yield. Agricultural production is the base of the economic system of our country. Our farmers must be trained and encouraged to use improved seeds, manure and fertilisers. They should be helped to dig tubewells for irriga-

tion. Five-Year Plans have provided huge funds for the improvement in agriculture in the country.

Attempts must be made to prevent growth of population so that we may take full advantage of the growth of industry and agriculture. We can check the growth of population by having small families. More production, less population—this alone can raise the standard of living.

Another important point is that the wealth of the country should not be in the hands of only a few individuals. It is necessary to reduce the gulf between the rich and the poor. The day when we shall be happy and prosperous will really be a glorious day for the country.

EXERCISES

1. Why do they say that while our country is rich, its people are poor?
2. What are the reasons for our poverty?
3. How can the poverty of our country be removed?
4. How does the growth in the population of our country help to increase our poverty?

ACTIVITIES

Organise a programme of discussion on the subject, "How to remove poverty?" Write a short report of this discussion.

4

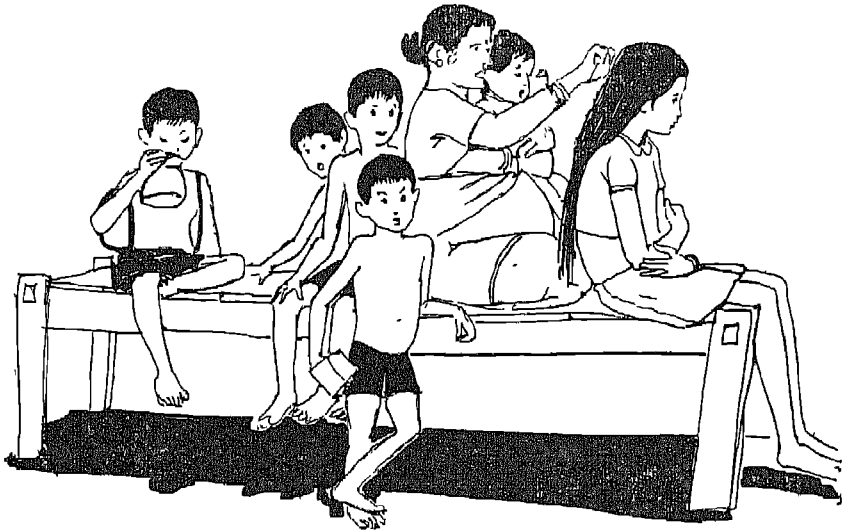
The Growing Population

THE growing population is one of the most difficult problems of the country at present. Our population is growing at the rate of more than one crore people per year. At present our country has more than 55 crore people.

A country's economy is influenced by the population of the country. When the population of a country grows at a quick pace, the country does not gain enough even with an increase in the national income. Whatever the progress in the production of the country, if the population also continues to grow in the same proportion, the country cannot make much headway. How can the standard of the people of a country rise if the resources of that country are limited and its population is growing at a fast rate? It is clear that poverty of such a country can never be removed.

What are the causes of such quick growth of population of our country? One of the reasons for this is the decline in the death rate in the country. In the last fifty years it has been reduced

to a one-third. In 1919, the death rate per thousand per year was 42. In 1970, it came down to 14 per thousand per year. This has been made possible because of the progress made by the medical science and in the methods of maintaining health and sanitation. It is expected that the death rate would decline still further.



It is good that death rate is on the decline. Now we can hope to live longer. The average life expectancy in our country has increased to 54 years. We have controlled a number of dangerous diseases. Malaria has almost been eradicated. Such progress has been made in the field of medical science as could not have been imagined before. Now it is possible to escape some such diseases as only a few years before were considered fatal.

The second reason for the growth of population is the increase in birth rate. It is estimated that 42 children per thousand

of population are born every year. In comparison to other countries this birth rate is rather high. For example, the birth rate in the Soviet Union is only 25 per 1000 per year. In the U.S.A., it is 23.6, in France 18, in England 17.5 and in Japan 17.2. Thus the population of our country is growing at the rate of 2.5% per year while it is growing at the rate of 1% in the Soviet Union, 1.1% in the U.S.A. and 0.9% in Japan. If our population continues to grow at this rate it will be more than double what it is at present even before the end of this century. And then our problems too will become more complex. As a result of the growth of population, not only will there be need for more food, there will also be overcrowding in cities, shortage of housing and the trains and buses will have ever-increasing queues. Dirt and smoke would pollute the atmosphere and unemployment would increase. Even today an average Indian gets food which supplies only 2,000 calories per day while a healthy person needs 3,000 calories per day.

The main reason for a higher birth rate in our country is the custom of early marriage. Most often, even before a boy or a girl is major the parents marry them. Even when the financial condition of a family is not satisfactory, the marriage is performed. Although there is a law which prohibits child marriage in the country, yet there are many who marry their children at an early age.

Poverty is another reason for the growth of population. It is often found that poor people have more children. There are some who think that by having more children their income will increase, as on account of poverty their children begin to work at an early age. But poverty prevents these children from acquiring any skill and they stay as ordinary unskilled workers for their whole life.

In the olden days the need for reducing birth-rate was not felt because at that time the population was not so large. Besides, many a time population was reduced by natural calamities also. These calamities included famines, floods, earthquakes and epidemics. Wars also have effect on reducing population growth; but the progress in science and medicine has brought under control natural calamities to a great extent.

Therefore, now it has become necessary to think of the methods of controlling population growth. On account of illiteracy, superstition and religious customs, some people consider the birth of children as a matter of luck. This misconception has to be removed through education. To show this kind of attitude in this age of science and to take recourse to fate is neither proper nor is it in the interest of the country. In this age of science it has become possible to take individual decision about the size of a family. It is our decision which makes our family.

There are many wrong notions prevalent about family planning in the country. Some people consider it against religion; others think that this is injurious to physical and mental health. To remove such wrong ideas from the minds of the people a programme of giving correct ideas shall have to be taken up. They will have to be told that family planning is neither against religion nor it is injurious to health. If we want to check population growth, such a step will have to be taken. All the methods of spreading information, such as posters, bulletins, radio, journals and newspapers, should be employed to propagate these ideas. People should be encouraged not to perform the marriage of their children at an early age.

It is, therefore, the duty of us all to cooperate in solving the problem of population growth in the country. Reducing the birth-rate will lead to removal of our poverty and to the raising

of the standard of living. If we do not succeed in limiting our population growth, the plans of developing the country will fail and we shall not achieve our goal of economic prosperity

EXERCISES

1. What are the disadvantages of over-population in our country?
2. What are the causes of the fast population growth in our country?
3. In the olden days the people did not think it necessary to check the growth of population. Tick (✓) the most appropriate reason for it in the statements given below.
 - (a) At that time there was greater production of foodgrains compared to the present.
 - (b) Mortality rate was higher.
 - (c) People were not acquainted with the methods of population control.
 - (d) On account of joint family system, to have more children was not considered harmful.
 - (e) Natural calamities used to keep population growth in check

ACTIVITIES

Compare the standard of living of a small family with that of a large family with the same income under the following heads.

- (a) Facilities for education.
- (b) Facilities for nutritive diet (butter, milk, meat, eggs, etc.)
- (c) Facilities for recreation (radio, cinema, excursion, etc)

5

Casteism

CASTE system in India is said to have its origin in the *Varnas* of olden days

In ancient times there were only four *Varnas*, the *Brahmin*, the *Kshatriya*, the *Vaishya* and the *Shudra*. Gradually, they branched off into small castes and sub-castes, e.g., the *Brahmin* Varna came to have the *Kanaujiyas* and the *Saraswats*. It is estimated that at present there are about 3000 castes and sub-castes in our country. It appears that in the beginning the social classes were formed on the basis of occupation. The people who were well versed in the knowledge of the *Shastras* came to be known as the *Brahmins*. The *Kshatriyas* were the ruling class and were also the professional soldiers. Those engaged in trade and commerce were called the *Vaishyas* and the rest the *Shudras*. In course of time, the castes became hereditary. One of the evils of this system is that some of the castes are considered higher and others lower.

A child becomes a member of the caste in which he is

born. He cannot leave his caste and adopt another caste. Even his way of living and his customs are determined by the practices followed in his particular caste. If he violates the customs of his caste, his caste-men show displeasure over it. Sometimes, such a person is even punished for such violations especially in the countryside.

Religious customs have helped in making the caste system hereditary. It was argued that every individual is born in a high or a low family, clan or caste in accordance with the deeds in his previous birth. Gradually this idea became a part of religion.

Since the caste system came to be associated with religion, its rules were also considered as holy as those of religion. Hence marriage outside the caste, or to eat with the people of the caste lower than one's own were declared against religion. What is worth eating and what is not, also came to be determined on the basis of the caste of a person. Even sea voyage was not permitted by certain castes.

In the ancient times the caste system had some uses. It was a way of introducing division of labour in society. Even a child could be engaged in the occupation of his parents and acquire skill in it as he grew in age. The system promoted love for the caste and a sense of brotherhood and cooperation. People shared common joys and sorrows.

However, this system began to be misused and it came to be criticised. The *Shudras* were badly treated. They were reduced to a low status. Some of them were called the 'untouchables'. Even their touch was considered impious. They were asked to live outside the limits of the city proper and they were not given any place in social gatherings, festivals or organisations.

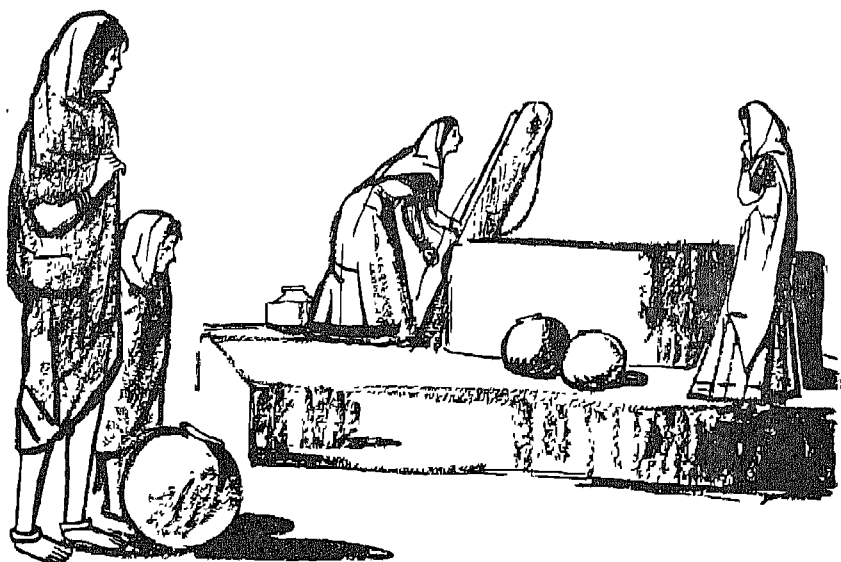
The caste system has proved a serious obstacle in the path of our economic progress. A child adopted the profession of the

caste in which he was born even though the country may or may not need that occupation to the same extent. The increase or decrease in the demand of a particular commodity did not permit the people to change their occupation, because it was not easy for one to move from one caste to another. Every young man had to adopt the occupation of his forefathers whether he had a liking for it or not. The caste system gave a serious blow to freedom of occupation. The result was that the capacity of the people for work was weakened and individual initiative was more or less lost. Gradually these evil practices are becoming weaker, but one can still find them in some of the backward villages of the country.

The caste system divided our society. This gave a serious blow to national unity. Moved by the narrow spirit of casteism, many people forgot the interest of society as a whole and continued to quarrel about caste superiority. Unfortunately, one can find sometimes such feelings even now in the course of elections. This is harmful for a healthy democracy.

Many social reformers drew the attention of the people to the evils of caste system. Ramanand, Kabir, Raja Rammohun Roy, Ishwar Chandra Vidyasagar, Dayanand Saraswati and others seriously criticised them. Mahatma Gandhi raised his voice against the social injustice done to the 'untouchables'.

Now the caste system is becoming weak. A number of factors such as modern education and science are responsible for this change. Western education has drawn attention to the evils of this system. Industrialisation of the country has also brought about the reform of this system. Means of communication have contributed a great deal. Travelling together in the trains and buses and the development of urban life have weakened the influence of caste system. Under the leadership of Mahatma



Gandhi, all the people of the country, irrespective of their caste, took part in the national struggle.

After Independence we framed our Constitution. Untouchability was declared unlawful and it was laid down that the State would not discriminate against any one on the basis of caste, creed or colour. Everyone will have equal opportunity for education, employment and the like. No one will be prohibited from the use of wells, tanks, temples, hotels, restaurants, cinema houses and other public places. Thus, our Constitution lays emphasis on social equality. In the eyes of our Constitution, untouchability is not proper and we should remove it from our society.

Despite all this, there are strong bonds of caste in our country. Intercaste marriages and interdining are still limited to a few. The influence of caste system is still evident in the

countryside. Even today unequal treatment is meted out to the people in the name of caste. What is our duty in this respect? We should think about this too. It is in the interest of national progress that a person should get a place in the country on the basis of merit. If voting, appointments, and admissions to schools take place on the basis of caste then not only the able people will be deprived of their due place but less desirable people may get into these positions. Therefore, we shall have to put an end to this caste mentality in order that our democracy may succeed.

It is not easy to solve this problem. To eradicate this evil system, it is necessary to spread education. Proper education alone makes the attitude of a person liberal; he develops a broad outlook. Our poverty has also contributed to the strengthening of the bonds of the caste system. When there are few jobs, people influence the appointing authorities in the name of caste. The appointing authorities also think in terms of supporting their caste-men. If employment opportunities are not rare, no one will take recourse to such methods. Economic prosperity will be of great help in the eradication of the evil.

EXERCISES

1. What were the main *Varnas* of the Hindus in ancient times?
2. What was the basis of the *Varna* system in the beginning?
3. What are the evils of the caste system based on heredity?
4. What laws has our Constitution laid down to remove the evils of the caste system?
5. Do you think the rigid caste practices are right? If not, what would you do in your locality to remove them?

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6. Tick (✓) those statements which you consider correct.
- (a) It is in the interest of our progress to give all appointments to the high caste people.
 - (b) Untouchability is harmful for the country.
 - (c) Caste system is helpful in our economic development.
 - (d) Only the high caste people took part in our national movement.

6

Other Social Problems

UNTOUCHABILITY is the greatest blot on the face of the caste system. People of some castes are considered to be untouchable. Such was the situation until some years ago that these people were not permitted to draw water from the village wells or tanks, and their settlements were kept outside the main habitation.

The so-called untouchables constitute about one-fourth of our country's population. If such a large section of the population is considered low and outcaste, then our democracy cannot be called a true democracy. Such discrimination is contrary to the principles of democracy. It has already been pointed out in the previous chapter that many social reformers raised their voice against these social evils. Mahatma Gandhi gave up the use of the term 'untouchable'. He called them 'Harijans', and declared untouchability as immoral. While in Delhi, he used to live in the Bhangi (Sweepers') colony. There was no caste discrimination in his *Ashram*. He called upon all the people irrespective of their

caste to join the national movement. Doors of the national movement were open for all. Social discourses were arranged at different places in which all persons joined irrespective of their caste or religion.

As the bonds of the caste system are becoming loose, the attitude of the people towards the 'untouchables' is becoming liberal. After Independence, our Constitution accepted the principle of equality. It prohibits discrimination on the basis of caste, colour, sex or religion. The Constitution also makes provision for special rights and facilities to be given to the Scheduled Castes and Tribes. For example, it makes the provisions for the reservation of some places for them in the Lok Sabha and the State Assemblies. In the same way the Constitution directs that special consideration should be given to people belonging to the Scheduled Castes and Tribes in the government services. In conformity with this directive of the Constitution some places have been reserved for them in government services.

However, people cannot become equal by giving them the right to equality by law. How can centuries-old poverty, status of inferiority and weakness be eliminated by the mere grant of legal equality? How will the right to enter the school help the people if they do not have the money to pay for the books or the school fees? What is the use of such a right for them? Similarly, if the traditional differences prevent the Hindus from casting vote for a *Shudra* candidate, the right to vote and to contest elections become meaningless.

Therefore, it is proper that the Constitution grants to the people belonging to Scheduled Castes and Tribes certain special rights and facilities to put an end to their illiteracy, poverty and sense of inferiority. The government grants them certain special facilities for education also. They are, therefore, given scholar-

ships on a liberal scale. Every State has a Harijan Welfare Department which works in the interests of the Harijans. As a good citizen how can you help to solve this problem? You should think about this.

Beggary

In our society beggary has also become a serious problem. There are two kinds of beggars. In the first category come the Sadhus who have renounced the world and are dependent on alms. In the second category are those beggars who have made beggary a profession. There are beggars who put on the garb of the Sadhus and try to gain popular sympathy for themselves. Often the beggars are found to have different kinds of vices. They are devoid of all sense of self-respect.

Therefore, there should be an end to the system of beggary and the beggars should be provided with work.

A number of States in our country have declared beggary as punishable offence. Beggars can be sentenced to pay fine or undergo imprisonment. There are separate laws to prevent beggary in the railway trains. But despite these laws beggary has not stopped.

What we need is a strict implementation of these laws. There should be adequate provision to teach these beggars some trade, or occupation so that they may earn their living through it. Prevention of beggary requires public cooperation. If the people encourage able-bodied persons to continue begging, it will only add to the population of idlers and will reduce our national wealth.

Drinking

Another important social evil is wine drinking. Mahatma Gandhi made great efforts to solve this problem. It was as a

result of his teachings that prohibition was incorporated in the Directive Principles of State Policy of our Constitution.

Some States have imposed total or partial prohibition but laws alone can hardly remove these social evils. They can be removed with the help of public education. It should be clear



to the people that drinking is injurious to health and that it weakens one's character. It is harmful for the nation.

It is, therefore, the duty of the Government as well as that of the people that public health must be protected. Attempts should be made to prevent people from forming bad habits.

EXERCISES

- 1 Who were called the 'untouchables'?
- 2 What are the special facilities available to the Harijans?
- 3 What are the provisions in our Constitution regarding the removal of untouchability?
4. What are the evils of beggary?
- 5 Write an essay on the methods of preventing beggary.
6. Give short answers:
 - (a) What do you understand by prohibition?
 - (b) What name did Gandhiji give to the 'untouchables'?
 - (c) Give one argument in favour of prohibition.
 - (d) Give one argument against adopting beggary as an occupation.

ACTIVITIES

Organise a debate in your class on the subject: "Prohibition should be made compulsory in all the States."

7

Problems of Rural Life

INDIA is a country of villages. The real picture of Indian life can be found only there. On the one hand, we have the bright side of the rural life. People there are closer to nature; there is little artificiality about them. They are simple by nature, honest and unassuming. On the other hand, one finds some evils in rural life. These are: narrowness, communalism, poverty and orthodoxy.

Most of the villages in India are small. The population of most of them does not exceed 500. On account of its small population the village society is like a large family. Practically every one knows the other person. It is difficult to keep anything secret. People are quite careful about their conduct because in this small circle of the village the social reaction is quick and strong. Therefore, it is difficult for the people of the village to go against their customs.

Caste system is quite strong in the villages even at present;

therefore, one's occupation is still influenced by the caste system. It is not that the caste system does not help the people in the villages. It has, to some extent, made them self-sufficient. Every village is able to produce practically all the things which it needs. The peasant produces the grains, the weaver weaves the cloth, the shoemaker manufactures the leather goods, the blacksmith makes the iron implements and the carpenter the wooden articles. The potter makes the earthen pots and goldsmith the ornaments of gold, silver and other metals. Thus, day-to-day necessities of life of the village folk are obtained in the village itself. But there has been no appreciable change in their way of living. Since long they have been conservative. It is necessary for them to change with the times. Gradually new methods of agriculture are having an impact on them, and are bringing about a change in their outlook. Caste restrictions are becoming less rigid.

The number of uneducated persons in the village is larger than that of the cities. In villages, girls' education is very little. Therefore, they are comparatively more backward than the women of the cities. On account of their educational backwardness the rural people become victims of social evils and poverty and they are not able to make economic progress. Therefore, Gandhiji laid special emphasis on the uplift of the villages, and in his programme of rural reform he laid special emphasis on education.

Most of the people in villages live on agriculture. Eighty per cent of our population earns its living by such rural occupations as agriculture, cattle-breeding and fishing, but our agriculture is very backward. Yield per acre in our country is much less than what it is in advanced countries.

There are a number of reasons for this. The farmers were

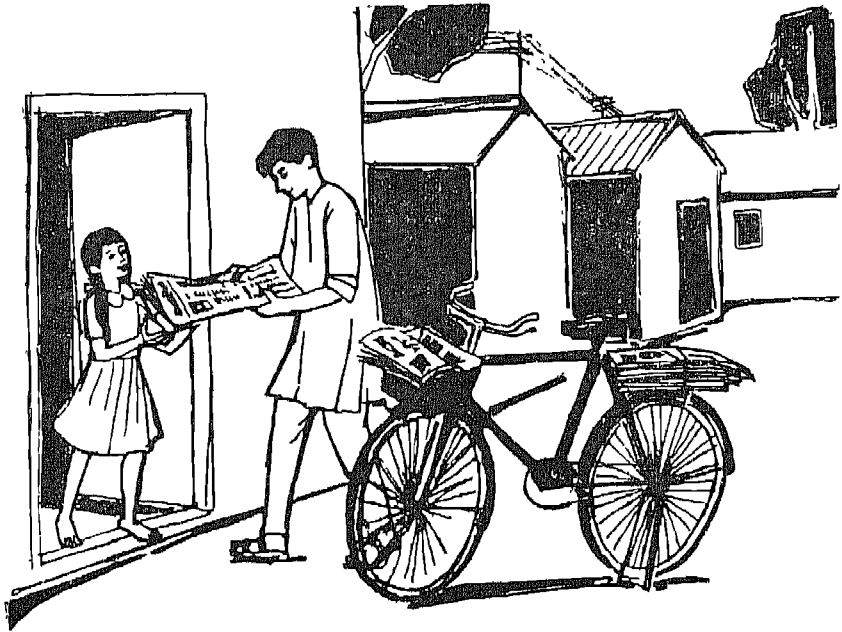
not treated well by landlords. They could be evicted from the land which they cultivated. They had to pay excessive rent and had also to work on the land of landlords. There has been some improvement in the condition of the peasantry after the abolition of Zamindari but it is necessary to effect further improvement in the economic condition of the agriculturist.

Another reason for the low level of production in agriculture is the great disparity in the distribution of land. A large proportion of the cultivable land in the country is in the hands of only a few persons. Most of the peasants own only small plots of land. The plots of land owned by certain peasants are also not all at one place. They are scattered all over the village. It is not very profitable to cultivate such plots of land. Small peasants cannot afford good seeds and manure. They are always short of money and have to borrow from money-lenders who charge very high rate of interest and who cheat them in different ways.

Besides all this there is one more reason for lower yield. The Indian peasant does not possess the knowledge of modern methods of agriculture. He does not easily agree to change his old methods. For the new type of farming, improved kinds of seeds and good manures are absolutely essential. New types of ploughs and tractors should also be used. At the same time, a change will have to be brought about in the outlook of the peasant through education, exhibitions and other means such as the radio, newspapers and fairs.

After Independence, many plans were drawn up to improve the condition of the villages and substantial work is being done under these plans. Among the plans for rural uplift, the Community Development scheme is the most important. You have already read about it in detail in the previous class. The Village Panchayats, the Area Samitis, the District Councils (Zila Pari-

shads) draw up the development plans for their respective areas. In these plans, emphasis is laid on agriculture. Agriculture, expansion of facilities for health, provision for the support of the poor and the weak, and special provision for the welfare of



women and tribal people form the main parts of the Community Development Programme.

Villages have been included under a number of Development Blocks. Every Development Block has a group of technical specialists. Through these specialists the village people are acquainted with such subjects as agriculture, cattle-rearing, cot-

tage industry, public health, cooperation, village panchayat and social education.

Cooperative societies have been organized to free the village folk, the peasant in particular, from the clutches of the money-lender. Cooperative credit societies and cooperative banks lend money to farmers on easy terms. Such loans can be utilised for the purchase of such things as oxen, ploughs, tractors, manures, seeds, and fertilisers. Peasants have been given facilities to borrow money even for the payment of the debt to the money-lender. The loan is given at a very low rate of interest. Besides lending money the cooperatives help the peasants to obtain implements and other materials useful for agriculture.

To solve the problem of scattered holdings, there has been consolidation of holdings. Movement for cooperative farming has also been started. To remove disparity, the State Governments have put a ceiling on land holdings. Those persons who had more land than the ceiling permitted had to surrender such land and the Governments have distributed it among the agricultural labourers. The Bhoodan Movement launched by Vinoba Bhave has also enabled the landless to obtain land.

The Panchayats also play an important role in the development of villages. You have already read that after Independence the Panchayats were reorganized. Three tiers of organizations have been formed under the scheme of the Panchayat Raj. They are the Village Panchayat, the Kshetra Samiti and the Zila Parishad. Persons elected to these bodies have been made responsible for the development of villages. Through these organizations villages have achieved economic progress. They have now facilities for education, health, water, light, transport and entertainment.

EXERCISES

1. What are the main features of the traditional life in villages ?
2. How can the backwardness of the countryside be removed ?
3. What kind of help have the Village Panchayats rendered in the development of villages ?
4. Tick (✓) the sentences which you consider correct.
 - (a) Progress of the village is the real progress of the country.
 - (b) To develop agriculture it is necessary to use modern methods
 - (c) Now there is no untouchability in villages
 - (d) Villages have benefited from Community Development Programme

ACTIVITIES

Prepare a pictorial and comparative chart of the old and the new methods of agriculture

8

Five-Year Plans

HOW to raise the standard of living of our people? How to remove poverty, unemployment and illiteracy? These were the serious problems before us when our country became free. As a result of centuries-old slavery we had made little progress in the field of education, agriculture or industry. There was no lack of minerals and sources of power in the country, but these resources were not being properly utilised. Lack of technical personnel was also an obstacle in the path of our progress.

Under the circumstances, it was necessary to define the goals and to fix targets in order to make the maximum use of the limited resources. What are those problems the solution of which requires priority? This was the first question to which our Planning Commission gave thought. The next question was: How can we have maximum development with our limited resources and how soon can we reach the goal? After detailed discussion the Plan was drafted. Once the First Plan was a

success, the Second was launched and then the Third and the Fourth. Conflicts with China and Pakistan have hindered the achievement of our goals. This shows how important it is to have peace for the economic development of the country.

The Five-Year Plans lay down different programmes for the development of the country. These programmes deal with the all-round progress of the country, their main objective is social and economic development. It is also one of the aims of these Plans that social resources should not fall into the hands of a few, but should come under the control of the common man. Our Government have taken under their ownership important mills and factories so that the benefits from them may be shared by many. These Plans are encouraging privately owned industries as well. The policy which encourages development of both the sectors, the private as well as the public, is called mixed economy.

Thus planning implies three things :

1. To determine goals and to establish priorities for them;
2. To utilise the resources available to us to the best possible extent, and,
3. To distribute fairly the goods produced and the benefits accruing from the Plans.

India has adopted planning for her economic development. These plans determine the goals for five years. Hence they are called Five-Year Plans.

Under these Plans our agricultural production has gone up; industries of different kinds have developed; new factories have been established; dams have been constructed and the production of electricity and facilities for irrigation have increased. In the next chapter we shall deal in detail with the achievements of these Plans.

In making these Plans successful, the people have fully cooperated with the Government. The money which is spent on these Plans is obtained from the people, and it is they who are benefited from these Plans. In the form of loans, savings and taxes, the people have contributed more money for these Plans than the Government estimated. We have received crores of rupees as foreign aid or loans; but the main burden has been borne by us alone. To make these Plans successful, we have to make sacrifices. No Plan can succeed without the skill and efficiency on the part of the Government and cooperation on the part of the people. All of us can help to make these Plans successful through our savings and contributions for the Plans. We alone will be the gainers. The standard of living in the country will rise, our resources will increase and we shall become a strong nation.

EXERCISES

1. What do you understand by Five-Year Plans?
2. Why did India adopt planning?
3. What is meant by "mixed economy"? Give examples.
4. How is money for expenditure on the Plans obtained? What should be our duty towards the raising of funds for the Plans?
5. Who are the principal gainers from the Five-Year Plans?

ACTIVITIES

1. Make a time chart to show all the Five-Year Plans.
2. Visit the Planning Office of your district and prepare a list of some published booklets which you find there. Read them.

9

Five-Year Plans and Agriculture

INDIA is predominantly an agricultural country. Agriculture is the main occupation of the people of our country. Nearly 70 per cent of the working population of the country is engaged in this occupation. Four out of every five persons in the villages are engaged in it. Despite this, our country suffers from the shortage of foodgrains. To meet this shortage we have sometimes to import grains from foreign countries. Import from other countries means that our money goes abroad. Moreover, this hurts our self-respect. Hence, while drawing up the Five-Year Plans, it was specially kept in mind and more money was spent on agriculture.

The First Five-Year Plan began on 1 April 1951 and ended on 31 March 1956. During this Plan period a sum of 758 crore rupees was allotted for agriculture, irrigation and Community Development. Second Five-Year Plan lasted from 1 April 1956 to 31 March 1961. During this Plan period, a larger sum was allotted for agriculture and other projects related to agriculture.

In the beginning, the allocation was 1954 crore rupees. Later, on account of the lack of resources, it was reduced to 950 crore rupees. Third Plan period was to last from April 1961 to March 1966 and a big sum was allocated to be spent on agriculture during this Plan period.

The above figures show how our Plans have laid great stress on agriculture. This is necessary for the development of the country. The Plans have laid emphasis on agricultural reforms as well. Stress has been laid on the abolition of zamindari, reforms of agriculture, consolidation of holdings and cooperative farming. Good farming requires the use of improved seeds. Such seeds yield better crops. Experts say that improved seeds can increase the yield by ten to fifteen per cent. Therefore, a broad programme of starting farms for the production of improved varieties of seeds has been started under the Five-Year Plans.

Continuous farming on a particular piece of land decreases the productive capacity of that land. This can be restored and even increased by the use of manures. Dung manure is the best for this purpose, but unfortunately quite a large portion of the dung is used up as fuel. The use of manure as fuel makes it necessary to increase the production of chemical fertilizers. Our Central Government has opened a large factory at a place called Sindri near Dhanbad. This is the most modern and the largest factory of chemical fertilizers in Asia. Besides this, factories for the production of chemical fertilizers have been opened at Nangal, Rourkela, Navelli and Trombay. More factories are coming up at other places also.

Full use of good manure and improved seeds can be made only if there is adequate provision for water for the irrigation of fields. Facilities for irrigation contribute most to the development of agriculture. In our country, only about 18 per cent

of the arable land can be irrigated with the help of wells, persian wheels, tube-wells and canals. For the irrigation of the rest of the land our farmer depends on rain water.

Therefore, our Five-Year Plans have made provision for increasing the facilities for irrigation. At present, work is proceeding on several river-valley projects. Dams have been constructed on rivers, canal water is used for irrigating thousands of acres of land. Water from these dams is used for generating electricity also. Do you know the names of some river-valley projects? You can show them on a map. Some of the important projects are the Bhakra-Nangal, Damodar, Tunga Bhadra, Kosi and Chambal River Valley Projects. Tube-wells have also been sunk to increase the facilities for irrigation. Five-Year Plans have spread a network of the tube-wells.

As a result of the Plans the production of foodgrains in the country has appreciably increased. We believe that India will not only be self-sufficient in the matter of production of foodgrains but she will be in a position even to export them.

EXERCISES

1. What do we lose by importing foodgrains?
2. What progress has been made in the production of foodgrains during the Five-Year Plans period?
3. What is the significance of improved seeds and good manure for good cultivation?
4. What measures have been taken to provide good manure during the Five-Year Plans period?
5. What are the advantages of the river-valley projects?
6. Why are the following places important?
(a) Sindi (b) Trombay (c) Bhakra-Nangal

ACTIVITIES

- 1 Show the important areas covered by the river-valley projects in an outline map of India.
- 2 Prepare a clay model of any one of the river-valley projects. In preparing it, you can take help from your class-fellows and teachers.

10

Five-Year Plans and Industrial Development

IN the previous chapter you have learnt that during the Five-Year Plans period huge sums of money have been spent on the development of agriculture. In the circumstances of our country this was necessary. Our country suffered from the shortage of foodgrains, hence immediate attention had to be paid to it. However, in the present-day world no nation can make progress without industrial development. For a reasonably comfortable living, besides foodgrains, one needs clothes, house, electricity, machines, etc. For improved cultivation one needs agricultural implements such as tractors. Irrigation requires tube-wells and the tube-wells, in their turn, need electric motors. The main aim of a Welfare State is to provide such amenities as transport and medicines for public health. The countries which lack these amenities of life are considered backward. The standard of living of the people in such countries remains low.

This is the reason why the Planning Commission has laid stress on the expansion of the existing industry and the opening

of new factories. It was also considered necessary that the Government should undertake the construction of large-scale industrial units and at the same time give priority to the setting up of the heavy machine tool industry. It also encouraged small-scale and cottage industries.

Under the First Five-Year Plan, satisfactory progress was registered in the development of industry. Fertilizer plant was opened at Sindri and a factory for the manufacture of railway engines was established at Chittaranjan. Manufacture of iron and steel was also undertaken. For the production of newsprint Nepa Mills were set up in Madhya Pradesh. Work on the establishment of industries for the manufacture of such articles as rayon yarn, cement, cycles, and sheet glass and petrol refineries was started in right earnest.

As a result of all these efforts we have gained success in a number of areas of industrial production. We attained the target in the production of textiles within a period of two years. Sugar, cement and chemical industries also registered notable progress. Many articles which had to be imported before began to be produced at home. Arrangements were made for the manufacture of ships, aeroplanes, telephone, penicillin and D.D.T. A factory for the manufacture of railway wagons was established at Perambur in Tamil Nadu. Factories were also opened at Pimpri for the production of medicines and at Vishakhapatnam for the construction of ships.

For the Second Five-Year Plan period, a much larger sum was allocated for the development of industry. Such was the stress laid on industry in this Plan that it came to be known as the Industrial Plan. Considerable progress was registered in the development of machine tools and engineering industries. Some such industrial goods as cement, coal and aluminium were

produced in larger quantities. Many machines and machine parts for which the country depended on imports began to be produced at home. The Government established factories for the manufacture of steel, machine tools, heavy electrical goods, heavy machinery, fertilizers, medicine as well as refined oil. Of these the steel mills at Durgapur, Bhilai and Rourkela are worthy of note. In short, we can say that under the Second Five-Year Plan our country began to produce all kinds of industrial goods, from the articles of daily need to heavy machines.

The Third Five-Year Plan aimed at the expansion of such basic industries as fuel, steel and electricity. The Planning Commission wanted that all the necessary materials needed for our industry should be manufactured in India within the Third Plan period. The heavy machine tool plant near Ranchi was set up under this Plan. Besides the increase in the production of electricity, three factories for the production of heavy equipment and a factory for the manufacture of medicines were also constructed and the village and small-scale industries were encouraged.

The Fourth Five-Year Plan was faced with serious difficulties. Conflict with Pakistan hindered our development. Foreign aid also became uncertain. Therefore, we had to take recourse to Annual Plans. Through these Plans attempts were made to develop the country. Now, the programme of the Fourth Five-Year Plan has been restored.

The industrial progress which we have achieved so far is not satisfactory. In fact we have taken only the first steps in the direction of industrialisation. Even today, we lag far behind the U.S.A., the U.K., Soviet Union and Japan in respect of industrialisation. In order to remove poverty we shall have to speed up industrialisation.

EXERCISES

1. Why is the Second Five Year Plan called the Industrial Development Plan?
2. Write down the names from each one of the two categories of the industrial concerns established, namely, the Public and Private Sector industries.
3. Answer the following :
 - (a) Name the place where the plant for the manufacture of railway engines has been set up in India.
 - (b) Where are the railway wagons manufactured?
 - (c) Where is the ship manufacturing yard in India?
 - (d) For the manufacture of which article is Pimpri famous?
4. Put 'Yes' or 'No' in the brackets given against each sentence.
Is it a fact that
 - (a) industrially India is more backward than Japan? ()
 - (b) India has established her own oil refineries? ()
 - (c) now we do not get any help from outside for our Five-Year Plans? ()
 - (d) Fourth Five-Year Plan could not be started in time? ()

ACTIVITIES

1. Show the important industrial centres on an outline map of India.
2. Find out which foreign countries have helped in the establishment of the steel plants at Durgapur, Bhilai and Rourkela.

11

Defence of India

TO defend the country against foreign invasion is the primary function of the State. For this purpose, the government organises its defence forces. In our country too our Government keeps defence forces for the security of our borders. Our country is always keen to have friendly terms with all the countries of the world. We do not want to interfere in the internal affairs of any country nor do we want to grab foreign territory. Still if any country attacks our territory, our defence forces are always ready to face it.

During the ancient and medieval times the problem of India's defence was not so serious. The Himalayas in the north and the Indian Ocean in the south have been our ready watchmen for the defence of the country. In earlier times, most of the invasions on India were launched from the north-west. Even in this direction the mountain ranges have been our watchmen, but the valleys in between them provided passes to invaders.

After Independence, some basic changes have occurred. At

present, our northern boundary touches Pakistan, Nepal and Bhutan. We have Pakistan on our north-western borders and Bangladesh on our eastern borders. eastern frontiers of Assam touch Burma. The hills of Arakan form the natural frontiers between these two. In the far south is Ceylon, which is separated from India by the sea. Our coast-line is 5,659 kilometres long.

There is no natural barrier between India and Pakistan. China and Pakistan both lay claims on certain parts of our territory. First, Pakistan intruded on our soil in Kashmir in 1947. Then in 1962, China violated our frontiers and occupied certain parts of our territory. At that time, we were not prepared to face such sudden attacks on our territory by our neighbours. These attacks made us realise our weakness and the need to strengthen our defence further. Therefore, we strengthened our defence. A number of ordnance factories were established to increase production of defence material. Roads connecting the frontiers were laid. A number of units for fighting in the mountainous regions were raised and they were given training. Arrangements were made to buy defence materials from abroad, especially from the U.S.A., the U.K. and the U.S.S.R.

In 1965, Pakistan again attacked our country but this time, our forces did not allow her to have her way. In this conflict our forces displayed great valour. In December 1971 once again Pakistan declared war on us. All the three wings of our defence forces won a memorable victory over Pakistan. The victory over Pakistan has added to the prestige of our forces. However, we shall still have to provide our defence forces with the latest arms and shall have to have all the three arms of our forces—the army, navy and air force—trained in the latest methods of warfare. We shall have to be self-sufficient in the production of all materials for defence.

In the direction of defence production we have registered some progress. Strong tanks, such as the Vijayanta and fighter aircraft like MIG-21 and GNAT are being produced in India. Three factories have been opened for the manufacture of MIG fighter aircraft. These factories are at Nasik, Koraput and Hyderabad. Other kinds of aeroplanes are being manufactured at Kanpur and Bangalore. A particular type of jet aeroplane is also being manufactured in these factories. It is called the Marut.

Vishakhapatnam has a shipyard for the construction of ships. We manufacture thousands of military trucks called the Shaktiman every year. At places like Kuki (Poona) and Muadnagar (Meerut) ordnance factories have been opened for the manufacture of modern types of guns and other arms.

Preparedness in defence is the primary factor for the defence of a country, but it is also equally necessary that the country should be so prosperous as to be able to bear the burden of expenditure on defence. If there is industrial development in the country, it can easily mobilize resources for the production of materials for defence. Defence also needs scientific and technological progress, which, in its turn, requires able personnel and large sums for the promotion of inventions.

Our countrymen made great sacrifices for the achievement of independence. To defend this independence we should use all possible means.

EXERCISES

1. From which directions was India invaded during the ancient and medieval times?
2. Why has India's defence problem become more complex now compared with what it was before?

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- 3 How have we strengthened our defence force, after the conflict between India and China?
- 4 What are the resources which the defence of a country needs?
- 5 What do you know about the following :
Vijayanta, Shaktiman; MIG-21, Marut.
- 6 What are the following places famous for
Bangalore, Vishakhapatnam, Nasik, Mumbai.

ACTIVITIES

1. On an outline map of India show the names of the countries on India's frontiers.
2. What are those parts of our country which are claimed by China and Pakistan? Indicate them on a map of India.

THE President of our Republic occupies the highest position in our defence organisation. He is the Supreme Commander of all our forces according to the Constitution. But the President exercises these rights and functions on the advice of the Council of Ministers. The Minister for Defence coordinates the work of all the three wings of the defence forces, namely, the army, the navy and the air force. Each wing has its chief.

Army

The headquarters of our army are at New Delhi. The Chief of the Army Staff is the head of this office. This office has many departments, such as the army intelligence, training, armaments, engineering, etc.

The army has been organised into five Commands, the Central, Eastern, Western, Northern and Southern. Each Command has its separate head responsible for it. He is of the rank of a Lieutenant-General.

Navy

The Navy too has its headquarters at New Delhi. Its head is called the Chief of the Naval Staff and is an Admiral. The naval organisation has been divided into three area Commands, the Eastern, Western and Southern. Besides these, there is the Western Fleet, which is a mobile Command on sea.

Our navy is not very large. It is being gradually expanded. Ships are being constructed at the Hindustan Shipyard at Vishakhapatnam. A factory has been set up at Calcutta for the manufacture of ships for defence. This factory has made important contribution to the expansion of our navy by constructing the naval ships called the *Ajay*, *Abhay* and *Akshay*.

Air Force

The headquarters of our Air Force are also situated at New Delhi. The Chief of the Air Staff is an Air Chief Marshal. The organisation of our Air Force is divided into five parts: the Eastern, Western and Southern Commands, the Training Department and General Supervisory Department.

The Air Force has different kinds of aircraft such as fighters, bombers and transport planes. You have already read in the previous chapter that we have begun to manufacture the MIG aircraft. These are fighter planes.

Training

Keeping the geographical situation of the country in mind, our defence forces are given training of different kinds and for this there are a number of institutions. For the training of senior officers of the army, navy and air force a college known as the National Defence College was opened at New Delhi in 1960.

In this college, they make a deep study of the problems related to defence, such as military, scientific, industrial, social, economic and political. Thus they get an opportunity to exchange ideas at high level before they devise the strategy for defence.

The National Defence Academy at Khadakvasla is the most important institution for the training of defence personnel. For admission to this Academy an examination is held twice every year. Young men between the age of 15 and 17½ who have passed their High School or equivalent examination can take this examination. Successful young men are given training in officer cadre. During the first three years they are given general education. After that, they have to choose one of the three branches of defence for training at their respective centres. They get training at these centres for one year.

Those who choose to be in the army are sent to the Rashtriya Indian Military College at Dehra Dun. The main centres for the naval training are situated at Kochin, Bombay and Vishakhapatnam. Preliminary training for the air force personnel is provided at the Air Force Flying College at Jodhpur. There are institutions at Hyderabad and Coimbatore, which also impart training to officers.

Other Types of Defence Training

Besides the regular defence forces, there are two other defence organisations. One is called the Territorial Army. Any person who wants to get training in arms in his leisure hours is free to join it. Healthy young men between the age of 18 and 35 can have different kinds of training in defence. Another organisation of this type is meant to develop among the students of the country a sense of discipline and an aptitude for defence. This is called the National Cadet Corps. Students, both boys



and girls, can take part in it. Both these organisations can be called the second line of defence of the country. They provide trained personnel for the defence at the time of emergency.

Besides defence of the country, the defence forces can be employed in a number of other capacities for the service of the community such as the help of the people at the time of floods or earthquakes. From time to time, our forces have been sent on behalf of the United Nations to different countries of the world to establish peace. For example, our defence forces have rendered admirable services to the U.N. in Indo-China, Gaza Strip, Lebanon, the Congo, Yemen and other places.

EXERCISES

1. Name the wings of the Indian Defence Forces. Where are their headquarters ?
2. What arrangements have been made for the training of our Defence Forces?
3. Write short answers :
 - (a) Who is the Supreme Commander of the Indian Armed Forces?
 - (b) Where is Khadakvasla ?
 - (c) What is the duration of training at Khadakvasla ?
 - (d) Where is the Rashtriya Indian Military College situated ?
4. What do the following stand for ?
 - (a) N.D.A.
 - (b) N.C.C.
 - (c) I.A.F.

ACTIVITIES

1. Find out the names of the present chiefs of all the three wings of the Indian Defence Forces.
2. Get in touch with some officers of the Defence Forces and acquaint yourself with the titles and ranks of officers in the Defence Forces
3. Collect information about the rules of recruitment from the recruitment offices of the three wings of our Defence Forces

IN present times it is not only the defence forces, but the whole nation which take part in war. Defence forces need continuous supply of weapons and other materials of war, and this is not possible without the cooperation of the nation as a whole. In times of war most of the mills and factories are engaged in defence production. Even scientists and technicians work for new inventions of various types to keep up the war activities. In fact all the citizens are required to help in one way or the other.

These days the danger of war is not limited only to the battle-field. Air raids and bombardment destroy the whole cities. It is, therefore, necessary that not only the defence forces but even the citizens should be given training in defence. The problem of defence can be treated in two ways. One, defence of the country by the defence forces and, two, Civil Defence or Defence through citizens. Civil Defence includes defence of life and

property, maintaining law and order, keeping the production going and keeping the morale of the people high.

During war it is essential to keep up the morale of the forces. Its responsibility lies both on the Government and the people. The citizens can help a lot in raising the morale of the forces. During our last two conflicts a large number of people gathered at the railway stations to give a send-off to Jawans who were on their way to the war-front. Women all over the country donated ornaments to war fund and knitted socks and pullovers to be sent to the Jawans on the front. People collected clothes for the army hospitals. Our poets composed martial songs and the artists went to the front to entertain the Jawans. In short, every Jawan and officer was made to feel that every citizen of the country was ready to make sacrifice for him. It is this unbounded love, respect, and faith of the citizen which gives a Jawan the courage to fight.

Yet another aspect related to the morale is that the recruitment to defence forces should continue and that training of the officers and Jawans should go on. It is the duty of every citizen that he should keep himself ready for recruitment to defence forces. Some countries have compulsory military training. Where there is no such law, the citizen should still treat himself as a soldier of his country. This raises the morale of the defence forces and weakens the morale of the enemy.

If the production process of a country comes to a standstill, that country cannot wage a war for long. It is, therefore, the most important duty of the citizen in times of war that he should help the process of production with greater zeal and by devoting extra time to it. Every citizen should decide to contribute his maximum for the defence fund and to spend minimum on himself. On the one hand, we should produce for the war, on the

other hand, we should reduce our own consumption of goods needed for the war. Whatever we can save will be our contribution to the war effort. Whatever economy we can effect in the use of water, electricity, transport, clothes, medicines, food, grains and other eatables will be helpful.

In times of war, citizens can render active help. During the last two conflicts students' and citizens' organisations guarded such public utility services as power houses, water tanks, etc. Enemy spies try to destroy such installations. Citizens can help the police a great deal in finding the enemy spies and in having them arrested. The students' and citizens' bodies warn the people against rumours which the enemy agents spread. Most often, the enemy spreads such rumours through the radio and other means. This is done with a view to weakening the morale of the common man. It is the duty of a citizen to protect the people from such rumours and to give correct information and to acquaint them with the progress of war. In this way we shall protect ourselves from the enemy propaganda. At the same time we shall be more alert in protecting public property.

By adopting the methods of Civil Defence we can reduce the damage done by air raids. To protect itself from an raids the whole city should have training in observing blackout. There should be protected places in every house or locality where people can take shelter during air raids. Civil Defence Organisations are responsible for making these arrangements. It is the duty of the citizens to cooperate fully with all these schemes. A little carelessness can cause great harm. At times, it has so happened that the presence of a single burning candle made the whole city victim of the enemy attack.

During wartime the country needs more hospitals for the treatment and care of the wounded and the sick. Also there is

a need for more doctors, nurses, medicines and other materials. Citizens should also be trained in giving first-aid so that they may look after the wounded. In times of war, blood transfusion is often required to save the wounded. It is the duty of the citizen to respond to the appeal for blood donation. All possible efforts should be made to help and serve the fighting personnel. Only then we can win a war.

The time of war is the time of crisis and calamity. It is the testing time for a nation. There are shortages and difficulties of all kinds. Therefore, the government imposes rationing on necessary articles which are in short supply. Under these circumstances citizens should oppose the anti-national elements such as profiteers and hoarders. They should gladly face all the difficulties and strengthen the country through mutual cooperation. Disunity is the greatest source of weakness. Without national unity national effort cannot succeed. Ordinary citizens share the burden of defence as much as the defence forces do.

EXERCISES

1. What do you understand by civil defence?
2. What help can the citizen render for the defence of the country?
3. What harm is caused by the spread of rumours in times of war?
4. What are the methods of raising the morale of the defence forces?
5. Write notes on :
 - (a) Defence against air raids
 - (b) Importance of savings in times of war.
 - (c) Help to the wounded defence personnel.
 - (d) Need for rationing during war.

ACTIVITIES

1. Go to a hospital and find out the things which the wounded need
2. Rehearse the scene of protection against air raids
3. Meet a Jawan and discuss with him how citizens can help the armed forces.

14

Foreign Policy of India

IN the world today no country can isolate itself from others, nor can a country claim that it does not require help from other countries. All countries gain by mutual trade and commerce. If one country produces a particular commodity in large quantity, the other country likewise produces some other commodity in large quantity. Different countries of the world take help from one another not only in the economic, but also in the scientific field. Therefore, every country makes an effort to keep on friendly terms with other countries, so that it may be able to serve its general interests. It is clear that the aim of the foreign policy of a country is to serve its national interests.

With the above ends in view, a country sends its diplomats to another country. These diplomatic representatives are like highly honoured guests. They enjoy certain privileges such as the protection of their life and property during the time of war. If a diplomat or any other employee of the embassy does something which is unfair in the eyes of the government of that coun-

try, then the person concerned is asked to return to his home country at once. During war or, at times, even on account of unfriendly relations between the countries the diplomatic representatives are withdrawn.

When our country became free, one of our main problems was economic development. Economic development requires peace. During war all the resources of the country are diverted towards war, trade and commerce are affected, sea-routes become unsafe and the people concentrate their attention on one aim—victory in war. Even if a country does not want to enter into a war, it cannot escape its effects. Markets all over the world show rise in prices, import-export trade stops and unemployment increases as soon as the war is over. Therefore, the first Prime Minister of free India, Shri Jawaharlal Nehru, made the achievement of world peace as the aim of our foreign policy.

Non-alignment is the most important element of our foreign policy. After the Second World War most of the countries of the world were divided into two blocs. One bloc was led by the Soviet Union. This included countries of Eastern Europe, such as Poland, East Germany, Hungary, Albania, Czechoslovakia and Yugoslavia. Later, Yugoslavia left this group. After the success of Communist revolution in China in 1949 the strength of this bloc increased considerably, though at present China and Russia are drifting away from each other. The second bloc was led by the U.S.A. and this included Great Britain, Italy, Spain, France, West Germany, Canada, etc. Japan was also on the side of this second bloc. This kind of alignment created in the world an atmosphere of tension, distrust and suspicion. This is known as the Cold War.

India considered these blocs as injurious to world peace. She did not join any of these groups and kept out of the mili-

tary pacts. Thus the essence of our foreign policy has been to keep out of the blocs and to express our views on world events independently.

There are people who call our foreign policy as a policy of neutrality. This is not true. As we already know, in the present-day world no country can be indifferent or neutral in international affairs. It has to take a stand. But at the same time this does not mean that each and every country has to enter either of the two power blocs. In fact, only by keeping away from the power blocs can we think independently about international events, can do trade with any country, buy defence equipment or take foreign aid. For example, when Egypt was attacked we criticised Great Britain and France and when Czechoslovakia was invaded we criticised the Soviet Union. Similarly, we criticised the U.S. policies in Korea, Vietnam, Cambodia and other places. Nevertheless, at the time of the Chinese invasion in 1962 we received aid from many countries because we had to defend our country against foreign aggression.

With maintenance of world peace as the goal we supported the United Nations as a part of our foreign policy. In accordance with the directives of the United Nations we sent our defence units to several places in foreign countries to supervise armistice and to maintain peace. India played a glorious role in bringing about an end to war in Indo-China.

It has been our policy that, as far as possible, international disputes should be settled by peaceful means and not by force. Our Constitution also directs us always to work for peace and to attempt the settlement of international disputes through arbitration. To settle our dispute with Pakistan over Kutch we accepted the decision of the international tribunal.

Peace and justice go together. Where there is no justice, there is no peace. Peace based on injustice is the peace of the grave. Therefore, wherever there was injustice we opposed it. We have always vehemently opposed the racial policy of the Government of South Africa. We went to the extent of breaking off our diplomatic relations with that country.

Besides this, we have expressed genuine sympathy with the sentiments of the colonial people to be free. We opposed French imperialism in Indo-China and the U.S. intervention in Vietnam. We have raised our voice in favour of freedom struggles of such Portuguese colonies as Angola. Our foreign policy supports those nations which oppose imperialism and which struggle for independence.

On 23 September, 1954, while explaining the foreign policy of India Jawaharlal Nehru laid stress on five principles of peace and named them as Panch Sheel. Panch Sheel means five vows or principles. Gradually many countries of Asia and Africa accepted these Principles. In Europe, Marshal Tito, President of Yugoslavia, was the first to support it. Following are the five principles of Panch Sheel.

1. Mutual respect for the territorial integrity and sovereignty;
2. Mutual non-aggression;
3. Mutual non-interference in each other's internal affairs,
4. Equality and mutual benefit, and
5. Peaceful co-existence.

Other countries may or may not have followed these principles but these have formed the basis of the foreign policy of our country. While we respect the territorial integrity and sovereignty of other countries, at the same time, we consider the defence and maintenance of our territorial integrity equal-

ly important. Peace and co-existence do not mean that we should not defend ourselves against invasion by any other country. At the time of the Chinese and Pakistani aggressions we had to employ force in defence of our country. However, we have never violated the territorial integrity of any country, nor have we ever interluded in the internal affairs of other countries.

For the establishment of world peace our country has always supported disarmament. An increase in production of arms increases the possibility of war and as the prospects of war increase, countries begin to manufacture arms of different kinds. Therefore, this vicious circle has to be broken. Countries engaged in competition for the production of arms cannot mobilise resources for their social and economic development. The U.S.A. and the U.S.S.R. spend so much over the testing of their nuclear armaments alone that it would be enough to finance the development plans of some small countries. Moreover these tests are very harmful from the point of view of their effect on human life. Therefore, thousands of scientists have appealed to the United Nations to prohibit atomic tests. In 1956 our Union Government presented to the General Assembly of the United Nations, a resolution on disarmament. Some other countries put forward a proposal that all the countries should sign an agreement for the banning of atomic tests. India was one of those countries which were the first to sign such a draft agreement in 1963. Although our country is in a position to manufacture the atom bomb, we have always opposed its manufacture because we have firm faith in disarmament.

The ideals of our foreign policy are high. We have not always been successful in achieving them, and we had to face many difficult situations. Because of the difficulties, some people opposed the basic principles of our foreign policy. However,

we continue to adhere to these principles because they are in the interest of the people of our country and of the entire mankind. Our foreign policy reflects the aspirations of our people. In a democracy, foreign policy also represents popular consensus, and it cannot succeed without the cooperation of the people.

EXERCISES

1. What is meant by foreign policy?
2. What are the main elements of India's foreign policy?
3. What are the advantages of the policy of non-alignment?
4. Describe the principles of Panch Sheel.
5. Why is disarmament necessary for the world? What is India's policy on disarmament?
6. Some sentences are given below. Tick (✓) the one which you consider correct.
 - (a) Neutrality is the basis of India's foreign policy.
 - (b) Disarmament is necessary for world peace.
 - (c) To resolve internal disputes of the small states great powers should intervene in their internal affairs.
 - (d) To achieve progress in the country it is necessary to join power blocs.

15

India and her Neighbours

BEFORE Independence, Afghanistan, China, Nepal, Bhutan, Sikkim, Burma and Ceylon were our nearest neighbours. After the partition a new State known as Pakistan came into existence. West Pakistan separated us from Afghanistan and East Pakistan from Burma. In December, 1971, we had a new independent nation as our neighbour. East Bengal which had been a part of Pakistan since 1947, became an independent nation, Bangladesh. There are some other countries which are not our immediate neighbours, but we have had very close cultural relations with them from very early times. Therefore, they are very close to us. Most important of them are Malaysia, Cambodia and Indonesia. Indian traders and religious preachers settled there in large numbers. The development of art and literature in these countries was influenced by the *Ramayana* and the *Mahabharata* and Buddhist religion. Temples at Angkorvat in Cambodia and Borobudur in Java (Indonesia) still remind us of our ancient relations with these countries. A number of our

countrymen crossed the Himalayas and went as far as Tibet and China. Many pilgrims from abroad came here. Fahien and Huen Tsang from China were among them.

India's Support to Movements of Independence

In the last few centuries these countries like our own also became victims of the colonial policies of western powers. The achievement of freedom in our country and the success of revolution in China brought about new awakening in Asia. Countries like Burma, Malaya, Indonesia and Ceylon also attained freedom. India always expressed her sympathy and support towards their aspirations and appreciated the problems faced by them. In 1949, in pursuance of this policy, we made a fervent appeal in favour of the liberation of Indonesia from Dutch imperialism. In the same way, our country has helped the cause of freedom in Vietnam, Laos and Cambodia. We have also opposed imperialist interference in the Arab World.

Relations with Nepal and Ceylon

The kingdoms of Nepal, Bhutan and Sikkim are situated in the lap of the Himalayas. The frontiers of our country and Nepal meet in the north of Uttar Pradesh and southern slopes of the Himalayas. Foreign trade of Nepal and her physical contact with other countries is possible very largely through our country. We have followed a policy of non-interference in the affairs of Nepal. Our country has contributed to the economic development of Nepal. We have helped them in the construction of the Tribhuvan Raj Path, the only road link between our country and Nepal. Development of close relations between our two countries is in the interest of both. From the point of view of culture,

history, trade and commerce, the relations between the two countries are already unbreakable.

Ceylon is predominantly a Buddhist country. You remember that Mahendra and Sangha Mita, the son and the daughter of Emperor Asoka, had gone to Ceylon and had helped in the spread of Buddhism there. As a large number of Buddhist holy places such as Sanchi, Sarnath, Bodhi Gaya and Kushinagar are in India, thousands of Ceylonese Buddhists come to our country on pilgrimage. We have good trade relations with Ceylon. A large number of the people of Indian origin, from the South, have settled there. They are mostly employed in tea and rubber plantations. Our political relations with Ceylon are also cordial, and we follow a policy of mutual help and cooperation.

Relations with China

Nearly one-third of the population of the world resides in India and China. For centuries, the two neighbours had lived on friendly terms. In the past when communications between the two countries were difficult and were full of dangers, many people from each of the two countries visited the other. Buddhism made a significant contribution in developing cultural relations between the two countries. A number of Indian Buddhist scholars went to China. Prominent among them are Buddha Bhadra, Parmartha, Guna Bhadra, Dharma Gupta and Dharma Raksha. Padma Sambhava is a highly respectable name in Tibet. Many Chinese travellers—Fahien, Huen-Tsang, I-Tsing among these—came here in search for knowledge. Many Chinese students used to come for studies at Nalanda. Despite their different cultures, these two countries with their ancient civilisations continued to live together as good neighbours for thousands of years.

From the ancient times to until only a few years ago the political relations between the two countries were also friendly. We became free in 1947, and China through a revolution freed herself from western influence in 1949. We strongly advocated the seating of the People's Republic of China in the U.N. and now China is a member of the U.N. China too appreciated the policy of coexistence and put her signatures on the Panch Sheel or the Five Principles of peaceful coexistence. Later, however, China changed her policy towards India and encroached upon our territory. This resulted in a dispute over the frontiers. We tried to settle the dispute peacefully but the expansionist policy of China frustrated all our attempts. On 20 October 1962, the Chinese forces launched heavy attacks on our frontiers in N.E.F.A. (now Arunachal) and Ladakh. We defended these hilly and snowy areas of our territory with all our strength. Though the war was soon over, normal relations have not yet been restored. China's policy towards India is still unfriendly. In the recent conflict with Pakistan, China again sided with Pakistan. Our Government is continuing its efforts to develop friendly relations with China. China was admitted to the United Nations in 1971. India, as in the past, this time also voted in support of the admission of China into the United Nations. China is also a permanent member of the Security Council of the U.N. The restoration of friendly relations between India and China for which our Government is desirous, will be of benefit to the peoples of both the countries.

Relations with Pakistan

In 1947, India was partitioned and Pakistan was born. In general, the territories in which the Muslims were in a majority were put under this separate country. When the territories bet-

ween these two countries were demarcated, there naturally arose differences. Besides these border disputes, there was also the serious problem of distribution of river waters. The evacuee property became another bone of contention between the two countries. Such were the different problems which demanded solution. Many of these problems were solved amicably.

Until the partition the people residing in the two countries at present were the inhabitants of one and the same country. They have a common cultural heritage. Even after the two separate States came into being, thousands of Pakistanis come as pilgrims to Ajmer Sharif every year. Many of them have their relations here. Similarly, many of our citizens have their relations in Pakistan. During our struggle for freedom, divisive forces arose in our political life. Chief among these was communalism. It was encouraged by the foreign rulers and it led to the partition.

Our disputes over frontiers and river water have not proved so serious as the situation created by Pakistan with her aggressive policies over Kashmir. Ever since the partition, Pakistan has an eye on Kashmir. Within a fortnight after independence, Pakistan attacked Kashmir and occupied a large chunk of our territory there. We sent our armies which prevented the advance of the Pakistani forces. In conformity with the ideals of the United Nations we did not settle this dispute by force but submitted it to the United Nations. The U.N. helped in bringing about the cease-fire; but a substantial portion of the Kashmir territory is still under Pakistani occupation.

Once again, on 5 August 1965, Pakistan made another big attempt to seize Kashmir. Earlier, she had obtained defence aid from the Western countries like the U.S.A. With this end in view she had joined the S.E.A.T.O. and the Baghdad Pacts. Despite her prolonged preparations Pakistan did not succeed in her aim.

In the end the U.N. intervened and the truce was declared on 23 September 1965. With a view to effecting agreement between the two countries the Prime Minister of the Soviet Union invited the Prime Minister of our country, Shri Lal Bahadur Shastri, and the President of Pakistan, General Ayub Khan, to Tashkent. On 10 January 1966, the two countries made an agreement, which is called the Tashkent Agreement. It was hoped that this would bring about a permanent change in the attitude of Pakistan and that the relations between the two would improve. The actions and pronouncements of Pakistan, however, made it clear that she had not given up her unfriendly attitude towards our country. We have no intentions to encroach upon her territory, nor do we want to interfere in her internal affairs; but friendship cannot depend only on one, the other also has to extend his hand of friendship.

Emergence of Bangladesh

One of the most significant developments in the history of recent years is the emergence of Bangladesh as an independent nation. As you know, India was divided into two independent nations in 1947—India and Pakistan. Pakistan comprised West Punjab, Sind, Baluchistan and N.W.F.P. in the west called West Pakistan and East Bengal in the east called East Pakistan. In 1971, what was formerly called East Pakistan became an independent nation. It was the result of the policies pursued by the rulers of Pakistan since 1947. For about 13 years from 1958, Pakistan was under military dictatorship. The military rulers denied the people any say in the affairs of the government. Added to this there had been the suppression of the people of East Bengal. The eastern and western wings of Pakistan were separated by about 1600 kms. The people of the eastern

wing, that is in East Bengal, were suppressed from the very beginning of the creation of Pakistan. The government followed a policy of reducing East Bengal to the position of a colony of West Pakistan. Since 1947, the people of East Bengal had been struggling to put an end to this exploitation. In 1968, there was an agitation against the military dictatorship all over Pakistan. On 25 March 1969, General Ayub Khan, the then President of Pakistan, handed over power to another military officer General Yahya Khan. General Yahya Khan promised to the people restoration of democracy and in December 1970 elections were held all over Pakistan for convening a National Assembly that would frame a Constitution for the country and act as the country's parliament. The people of East Bengal constituted more than 50 per cent of the total population of Pakistan but they were treated by the rulers of Pakistan as a subject people. Under the leadership of Sheikh Mujibur Rehman and his party, the Awami League, the people of East Bengal demanded restoration of democracy and an end to their exploitation by West Pakistan. For this they demanded that East Bengal should become autonomous. In the elections to the National Assembly, the Awami League swept the polls in East Bengal and secured an absolute majority of seats in the National Assembly. However, the rulers of Pakistan were not prepared to respect the wishes of the people and they decided to resort to terror. Instead of handing over power to the elected representatives of the people they arrested Sheikh Mujibur Rehman and the Pakistani army let loose a reign of terror against the people of East Bengal. Hundreds of thousands of people were massacred. As a consequence of the continuing reign of terror, about 10 million people of East Bengal escaped to India. The people of India rendered them whatever humanitarian aid their resources permitted them. Meanwhile,

the elected leaders of East Bengal led by Sheikh Mujibur Rahman declared East Bengal as a sovereign independent nation—Bangladesh. They formed their own government and organised an army—Mukti Bahini (Army of Liberation)—to free their country from the Pakistani army. They succeeded in liberating large parts of their country. Meanwhile, Pakistan government began to adopt aggressive postures against India. The people of India could not for long bear the burden of supporting millions of refugees on their soil. The successes achieved by the Mukti Bahini indicated that it would not be long before Bangladesh became independent. The large number of refugees escaping into India created new problems and therefore India could not remain a mere spectator.

On 3 December 1971 Pakistan, having failed to suppress the Mukti Bahini, declared war on India. The war ended within fourteen days with the defeat of Pakistan. On 17 December Pakistani army in East Bengal surrendered and a new friendly neighbouring country Bangladesh was born.

India was the first country to recognise the People's Republic of Bangladesh. Since then many other countries including the U.S.S.R. have recognised the new nation. Bangladesh, like India, adopted the principles of democracy, socialism and secularism. Sheikh Mujibur Rahman, the Prime Minister of Bangladesh, has declared these principles as true bonds of very close friendship between the two neighbouring countries. Both the countries have started developing trade relations for mutual benefit. India has taken up the solemn task of assisting in the rebuilding of Bangladesh in whatever way her own resources permit.

EXERCISES

1. How is the position of Nepal different from our other neighbouring countries?
2. What was the nature of relations between our country and China in the ancient times?
3. Why did the People's Republic of China attack our country?
4. What are the issues under dispute between Pakistan and ourselves?
5. Describe the struggle of the people of Bangladesh for their independence.
6. Write short notes on:
 - (a) Tribhuvan Raj Path
 - (b) Tashkent Agreement.

ACTIVITIES

Show the frontiers and names of our neighbours on an outline map of India.

THERE was terrible manslaughter during the Second World War. Millions of people were killed, a larger number were wounded and maimed. It is difficult to estimate the material loss suffered by the nations. The leaders of the world were worried that should another war break out, the whole world would be destroyed. Hence, they began to think of an organisation which might save the world from the agony of another World War. After the First World War (1919) a similar attempt was made and an organisation called the League of Nations was set up. This organisation did not succeed in preventing the outbreak of the Second World War, which broke out in 1939. During the Second World War the need for such an organisation was realised once again. Therefore, in January 1942, a declaration was made on behalf of Great Britain, the U.S.A. and the U.S.S.R. in which the need for the establishment of an organisation of different nations was emphasised. Then on 30 October 1943, the Foreign Ministers of Great Britain, the U.S.A., the U.S.S.R.,

China and France issued a statement: "We feel that as soon as possible, an international organisation should be formed. This organisation will be based upon the equality of all sovereign and peace-loving States, and its membership will be open to all the States, big and small. Establishment of peace and security will be the aim of this organisation."

With the above objectives in view a conference of the representatives of fifty nations was convened in April 1945 at San Francisco in the U.S.A. These fifty nations together formally established the U.N.O. Since then 14 October (the date when the States ratified the Charter of the U.N.O.) is celebrated as the U.N. Day. In 1970 the Silver Jubilee of the U.N. was celebrated.

The Charter of the U.N. makes a mention of the following objectives:

1. to maintain international peace and security;
2. to develop friendly relations among nations based on respect for the equal rights and self-determination of peoples,
3. to cooperate in solving international problems of an economic, social, cultural or humanitarian character, and in promoting respect for human rights and fundamental freedoms for all; and
4. to be a centre for harmonizing the actions of nations in attaining these common ends.

It is clear from the study of these objectives that the main aim of the U.N. is to protect humanity from the horrors of war. On the establishment of peace alone the nations can divert all their energy and resources to the raising of the living standards of their people. These objectives are in conformity with our own national objectives. Our Constitution recognises these ideals of the U.N. It makes a mention of these objectives.

Organisation of the U.N.

There are six organs of the U.N. (1) General Assembly; (2) Security Council; (3) Economic and Social Council; (4) Trusteeship Council; (5) International Court of Justice; and (6) Secretariat.

Representatives of all the member-States of the U.N. are the members of the General Assembly. Every member-State can send a maximum of five representatives to the General Assembly; but at the time of voting a State is entitled to cast only one vote. The General Assembly ordinarily meets only once a year and elects its president for that year. In 1953 the General Assembly elected Smt Vijaya Lakshmi Pandit, the leader of our delegation to the U.N., as its President. The member-States discuss important subjects in the General Assembly. This body elects members of different Councils of the U.N.

Security Council is considered the most important organ of the U.N. It has two types of members, permanent and non-permanent. Its permanent members are the U.S.A., the U.S.S.R., the U.K., France and the People's Republic of China. The other ten non-permanent members are elected by the General Assembly for a term of two years. Our country has been elected to this body a number of times and is presently also a member.

There are eighteen members in the Economic and Social Council. They are elected by the General Assembly for a term of three years. The aim of this body is to promote the social and economic development of nations.

The Trusteeship Council looks after and supervises the affairs of certain special types of territories. These territories include those which were administered under the supervision of the League of Nations, and the other territories which have been

declared Trust Territories under the U.N. after the Second World War.

The International Court of Justice has fifteen Judges who can serve it for a term of nine years. This court settles international disputes.

The Secretariat of the U.N. consists of the officials who carry on the work of the U.N. Its chief administrator is called the Secretary-General. He is appointed by the General Assembly on the recommendation of the Security Council. Besides administrative functions, he has the responsibility to draw the attention of the Security Council to those issues which threaten the peace of the world. The present Secretary-General of the U.N. is Dr. Kurt Waldheim. He is a national of Austria.

Specialised Agencies

To realise the social and economic aims of the U.N. various specialised agencies have been created. These agencies work under the supervision of the Economic and Social Council of the U.N. Some of the Agencies are .

1. International Labour Organisation (I.L.O.)
2. Food and Agriculture Organisation (F.A.O.)
3. United Nations Educational, Scientific and Cultural Organisation (U.N.E.S.C.O.)
4. International Civil Aviation Organisation (I.C.A.O.)
5. International Monetary Fund (I.M.F.)
6. World Health Organisation (W.H.O.)
7. Universal Postal Union (U.P.U.)
8. International Telecommunication Union (I.T.U.)
9. World Meteorological Organisation (W.M.O.)
10. International Trade Organisation (I.T.O.)

Our Cooperation with the U.N.

From the very inception of the U.N. we have cooperated with it. In pursuance of its resolutions the U.N. has frequently to enforce truce, but it has no forces at its disposal. On such occasions the U.N. asks different member-States to lend their forces to it. Our country has often sent its forces on the request of the U.N. We sent a medical mission to render First Aid to the wounded during the Korean War. Impressed by our impartiality, India was made the Chairman of the Commission on the Prisoners of War. In praise of the impartial role of our forces in the Korean affair General Eisenhower, the then President of the U.S., said that in the recent years, no other army had performed more delicate and difficult mission than the Indian army in Korea. The performances of the officers and ranks of the Indian army conformed to its highest reputation. They are worthy of the highest praise.

India was made chairman of the commission for the supervision of the truce in Indo-China in 1954. Under the directions of the U.N. our forces went to the Gaza strip and Lebanon to enforce peace there. Peace corps of the U.N. have worked under the officers of our defence forces several times.

Our country has expressed in U.N. its views in favour of freedom for all the dependent countries and against racial discrimination. We supported the cause of freedom of countries such as Indonesia, Libya, Tunisia, Malaya and Ghana. In 1960, the General Assembly of U.N. issued a declaration about the grant of freedom to dependent countries. Our country was the Chairman of the Committee which was set up to implement this declaration. Time and again we raised at the sessions of General Assembly the question of racial discrimination in South Africa.

Under the auspices of the U.N., a conference on disarmament

has been convened. It has representatives of eighteen nations as its members of which our country is one. Our cooperation with this body is significant. We have always held that atomic energy should be used only for the welfare of the people, not for the manufacture of arms. On the occasion of the Silver Jubilee of the U.N., while addressing the General Assembly, our Prime Minister, Smt. Indira Gandhi, called disarmament the need of the time and said that even if only a small part of the money spent on the production of armaments is spared, it will make available for the good and welfare of mankind immense resources which will help very much in reducing economic disparities among nations.

U.N.'s Role

While nations of the world cooperate with the U.N. in many ways, the U.N. also helps countries. Specialised agencies of the U.N. have rendered appreciable assistance in our social, educational, economic, technical and scientific development. Some of the details are as follows:

The Food and Agriculture Organisation (F.A.O.) has helped the Terai region in Uttar Pradesh in making it fit for cultivation. This Organisation is making attempts to prevent the spread of soil erosion in Rajasthan and to turn it into fertile land. It has established centres of research in fishing industry and rice production.

The World Health Organisation (W.H.O.) has done appreciable work in the promotion of public health. Through this Organisation we obtained in sufficient quantity D.D.T. for the eradication of malaria, and B.C.G. vaccines to counteract tuberculosis. It has awarded a number of fellowships for higher studies

in the field of medicine and has given many kinds of aids and facilities for the welfare of children.

We have received support from the U.N. in the field of education and culture. Its agency, the U.N.E.S.C.O., has given sufficient help in the expansion of education. We have received help from the U.N.E.S.C.O. in the field of technology, in the exchange of teachers and students and in promoting cultural contacts with other countries.

We have received help from the U.N. in our economic development in many ways. The World Bank has advanced loans for our Five-Year Plans and we have received technical advice of the specialists in connection with a number of projects.

Thus, we have been cooperating with the U.N. for achieving its goal, and, in return, receiving its assistance in realising our aims and ideals. It was on the suggestions of our country that the year 1965 was celebrated as the "International Cooperation Year". In fact progress in the field of art, science, and technology has crossed national frontiers. Therefore, welfare of mankind is dependent upon international cooperation alone.

EXERCISES

- 1 How was the U.N.O. founded ?
- 2 Give a brief account of the principal organs of the U.N.
3. Write down the names and functions of any four of the Specialised Agencies of the U.N.
- 4 In what way has our country cooperated with the U.N. ?
- 5 What advantages does our country derive from its membership of the U.N. ?

- 6 Which of the following are the Specialised Agencies of the U.N.?
- (i) Security Council
 - (ii) International Court of Justice
 - (iii) Trusteeship Council
 - (iv) World Health Organisation
 - (v) Economic and Social Council
7. Tick (✓) the statements which are correct about the U.N.
- (a) It has its own defence force.
 - (b) The head of its secretariat is called the President.
 - (c) There are five permanent members of the Security Council.
 - (d) The International Monetary Fund is a Specialised Agency of the U.N.
 - (e) The International Court of Justice is one of the principal organs of the U.N.

ACTIVITIES

1. Collect postal stamps of different countries.
2. Show the member-States of the Security Council on an outline map of the world.
3. Write a letter to your pen friend abroad and acquaint him with the language, dress, etc., of your country.
4. Obtain the publications of the U.N. from its New Delhi office to do a project on the U.N.

